SOCIAL INTELLIGENCE AND SELF-ESTEEM AMONG HIGH SCHOOL TEACHERS IN RELATION TO JOB BURNOUT AND CERTAIN DEMOGRAPHIC VARIABLES

SYNOPSIS OF THE THESIS

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DECLARATION

I hereby declare that the synopsis entitled **"SOCIAL INTELLIGENCE AND SELF- ESTEEM AMONG HIGH SCHOOL TEACHERS IN RELATION TO JOB BURNOUT AND CERTAIN DEMOGRAPHIC VARIABLES"** to be submitted for the partial fulfillment of the Degree of Doctor of Philosophy is my original work and the dissertation has not formed the basis for the award of any degree, diploma, associate ship or fellowship of similar other titles. It has not been submitted to any other University or institution for the award of any degree or diploma.

Place : Signature of the Scholar

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Date : Name of the Supervisor

CERTIFICATE

This is to certify that the synopsis titled **"social intelligence and self - esteem among high school teachers in relation to job burnout and certain demographic variables"** Is an original piece of work done by Rashmi Verma Under my supervision for the degree of Doctor of Philosophy in Abhilashi University Chail Chowk Mandi H.P. I also certify that this work has not been submitted to any other university for a Ph.D degree.

Place : Signature of the Supervisor

Date : Name of the Supervisor

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INTRODUCTION

Intelligence is such a mental power due to which individual can easily understand thing and facts .In one way he can attain complete knowledge. Only intelligence helps man to understand new situations well. Through intelligence a person can think about something abstractly. Intelligence can be defined as solving complex problems. Due to education, children get all round development. It depends on teachers as to how he imparts education to the children. A teacher can live effectively in his present life. To improve the level of education in the school, the needs of the teacher need to be kept in mind. If a teacher has a lot of work then he is not able to pay attention to the children's education and his attention remains everywhere. He is not able to perform his work well which causes a burnout. For this, the school administration needs to pay attention to those teachers who are not mentally healthy or are facing mental health related problems. Those teachers should be provided relief. Training business is considered the basic business of all businesses. Teaching learning skills are very important to bring innovation. A teacher will be useful only when a teacher teaches children in a creative manner. Thus teacher learning outcomes will improve. Factors affecting teacher's activities include job involvement, stress, organizational climate, job burnout, job interest etc. Along with educating the students, a teacher also tells them the difference between right and wrong. He prepares them to become citizens who understand the feelings of others. A teacher determines the characteristics of a student's life. It makes them aware about social issues and provides opportunities to solve environmental problems. A teacher should have good communication skills. He should take care of the interests of the students. To achieve a successful teaching a teacher must have passion towards learning. A teacher must have the ability to solve the problems faced by the students. A teacher should guide his students by evaluating their strengths and weaknesses. A teacher can give the best advice to students by listening to their problems. After family, a teacher is the most important person in the life of the students. Their mental social level should be fine. It is important for a teacher to understand his work and respect himself. He does not consider any of his work as a burden and plays an important role in the lives of his students.

SOCIAL INTELLIGENC

Social Intelligence (SI) plays a very beneficial role in students and teachers educational development. Due to social intelligence, good coordination can be maintained with others. Social intelligence is very important and beneficial intelligence. We also communicate through body language. Therefore, teachers should be able to understand the body language of their students. It is necessary for teachers to have social intelligence to be create the future of students as well as other people. Social intelligence is considered important as a personality trait as well as an ideal quality.

Due to social intelligence a teacher can understand children easily. It can motivate students to participate in social activities and at the same time it can include the ability of social interaction. Social intelligence is the ability to understand one's relationship to others in social situations. To play a social role, a teacher must be socially intellectual. So that he/she can mix with all types of people. Understanding different types of people is an essential part of social intelligence that a teacher can interact and communicate well with the parents of children. It is due to social intelligence that a teacher can listen to the students well and understand them better and can share his thoughts with them. Social intelligence is very important for a teacher to be successful in any field. And also can be defined group interaction. Social intelligence is essential for understanding the motivation of others. Due to this one can talk well with others. This is very important for a teacher because he can solve the problem of children only because of social intelligence. Social intelligence is essential for teacher to understand his own actions and to understand the actions of his students. A teacher can appreciate their work. Only if a teacher is emotionally healthy will he be socially intelligent. For a teacher to be successful in life, it is very important to have social intelligence.

Types of Social intelligence

-Verbal and non-verbal fluency

-Knowledge of social rule and roles.

-Listening Skills.

-Understanding how other people's emotion work.

-Playing Social roles efficiently.

--Self image and impression management.

SELF- ESTEEM

By defining self - esteem, we can say that how much important a teacher gives to himself in any kind of circumstances, how much he understand himself. It is based on his beliefs about himself which are very difficult to change. Self esteem helps teachers to understand his/her potential and at the same time helps in developing a positive attitude in a teacher. Only with self esteem can a teacher face new challenges and enhance the decision making process. It is because of self esteem that a teacher has good relations with his students and other teachers. Because he also has a good relationship with himself. It is only because of self - esteem that teachers achieve success in teaching and because of the positive self-esteem of teachers; positive self- esteem is seen in the students also. A teacher can play a role in promoting children's self esteem because a teacher's influence on his students increases. Only a teacher enhances their educational skills. Due to which an increase in motivation and learning can be seen. A teacher can increase the self - esteem of children by providing them with various responsibilities through which they can feel themselves as contributors. Self - esteem is very important and needs to be developed in every teacher. In psychological world, It means how much a person loves or appraises one self. It is very important to give one own self respect first, only then can we expect respect from others.

A passionate teacher should avoid negative influences

1. The mindset of the teacher: First of all, it has to start with the individual himself. He has to have a clear understanding of why he has opted for this field. Whether he is passionate about teaching or he is simply considering this job as an option for survival. Whether he wants to be an extraordinary teacher.

2. Culture of the school: This has to be introduced, established, and closely monitored by the school management and leadership. When the teachers join the school, they usually get adapted to the culture being practiced at the schools. If the culture is productive, they will find themselves growing professionally.

3. Politics at school: This is not the case of all the schools. But there are many schools where this has become a major problem. Strong school leadership can handle them easily. And if the leadership is not taking immediate action, due to politics between teachers, the school will be made face the worst situations. So, this is very dangerous for any institution.

4. Lack of appreciation and motivation: While hiring the teachers, the management makes sure they hire the best individuals. They also see the confidence level of the individuals. But as soon as they are hired, the management doesn't bother to help them accordingly.

5. Odd work at schools: this is a major factor that damages the self-esteem of the teachers. The school hires enough teachers for an academic year, which is according to the requirement. But it also happens at some schools, the teacher is a post-graduate in Science and she is given Math to teach, another teacher who holds a degree of Master in Social Science, is given Hindi or English language to teach.

6. Excess of work: there's no doubt that the teachers work a lot. Even when they go back home, they are engaged in some of the other work from school. All this occurs just to keep themselves on track. But the school management gives them the work as if they are robots that can handle multiple works without draining out the energy.

7. Lack of resources at schools: this is another gimmick by the school management to hold the teacher responsible for not being productive. The schools usually inform the teachers to use maximum resources for better teaching-learning experiences.

9. Less package and usual delays in paying the salaries: the payment plays a crucial role in a teacher's self-esteem. At the time of an interview, the school management makes sure

that they speak out about the best packages for the teachers at their schools, but they fail to offer the same to the young and passionate teachers.

10. lack of opportunities: the teachers are creative professionals and have got many skills to showcase. the school leadership fails to find out their skills and utilize them for the growth of the schools. teachers spend their years at schools waiting to get a chance to show what they have got. they usually quit from such schools and join where they find their talent is treasured.

JOB BURNOUT

The syndrome resulting from long term occupational stress is called job burnout. Burnout is a big problem than job change or the early retirement. Because in this situation teacher unable to cope, although teacher remains in the classroom. All teachers feel burned out at any given time teachers, as well as administrators, counselors and soon have the extra burden of more responsibility combined with limited resources, marginal working conditions. Burnout can also be reduced by building good relationships with coworkers, exercising, and practicing meditation. A variety of strategies should be employed to reduce burnout. A variety of strategies should be implemented in school. Burnout has negative effects at both the individual level and the organizational level. This has a great impact on a person's mental and physical health. Teacher being frequently absent or being sedentary for an excessive amount of time also cause burnout. Negative events in life increase burnout and positive events reduce the effects of burnout. Burnout has become a serious concern for teachers. It also affects their heath. At the same time, its effects are seen in daily life also. In today technological era, education is being linked with technology. There are many teachers who do not know how to use technology. They start feeling stressed because of that. When the same stress increases in excessive amount, it becomes a burnout. It is very important for a teacher to be satisfied with his job. There is a great need for improvement in education which can b fulfilled only by a teacher. Job satisfaction affects a teacher both positive and negatively era, teachers have to face stressful situations. He does

not have the technical knowledge to conduct smart classes due to which burnout develops with in the teacher.

REVIEW OF RELATED LITERATURE

Jeloudar and Yunus (2011) examined the relationship between teachers' social intelligence and classroom discipline strategies. The study revealed that there were significant differences between teachers' age groups and their social intelligence. Further a significant relationship was noted between teachers' social intelligence and the six strategies of classroom discipline strategies (discussion, recognition, involvement, hinting, punishment and aggression).

Shanzad et al. (2012) concluded that both factor have significant positive relationship with student performance. Support has week positive and less significant but self esteem has strong positive relation and more significant. The result also advocated the difference performance level among male and female student. As our society is male dominant that is why mostly male student are suffered more as compare to female student. More over the female student show more desire for education despite male education consider more important. There is no consensus regarding impact of self esteem on school performance among the researchers.

Renugadevi and Nalinilatha (2014) revealed that there was no significant difference in social intelligence of male and female higher secondary school teachers. There was no significant difference in teaching competency of male and female higher secondary school teachers. There was no significant difference in social intelligence of UG and PG qualified higher secondary school teachers. There was no significant difference in Teaching Competency of UG and PG qualified higher secondary school teachers. There was no significant relationship between social intelligence and teaching competency. Hence, there was no relationship between social intelligence and teaching competency.

Sheykhjan, Jabari and Rajeswari (2014) indicated that a very high correlation between academic achievement and self-esteem and concluded that there was significant positive

correlation between self-esteem and academic achievement. Also, in this study the self-esteem in boys and girls was almost the same. There was no significant difference in this case, because the correlation was quite high in both groups. Self-esteem was important to everyone. Having a high self-esteem has many positive effects and benefits, especially among high school students. This study explored the relationship of self-esteem and academic achievement with variable like gender. This study suggested that high school to develop positive self-esteem in order to face the problems and challenges of the present complex world with more confidence and courage.

Khan, Fleva and Qazi (2015) indicated that the significant relationship between teachers' efficacy and general self-efficacy and self-esteem. It was found that low self-esteem and low general self-efficacy led to low teachers' efficacy and consequently substandard performance in the class. On the contrary, high teachers' efficacy was a reflection of high self-esteem and high general self-efficacy. Self-esteem influenced only in decision making, perceived education self-efficacy, perceived disciplinary self-efficacy, ability to get cooperation from community, and in the development of positive school environment of teachers' efficacy. General self-efficacy influenced all the components of teachers' efficacy except decision making and ability to influence school council/authorities. In the study, it was observed that self-esteem significantly influenced teachers' efficacy.

Arthi and Tamilselvi (2016) revealed that there was significant difference between the B.Ed. student teachers' social intelligence based on their locality of residence, whereas there was no significant difference between the B.Ed. Student teachers' social intelligence based on gender and medium of instruction. It was also found that there was significant difference between male and female B.Ed. student teachers in their social intelligence dimension i.e. Patience and significant difference between Rural and Urban B.Ed. student teachers in their social intelligence dimension Memory. But there was no significant difference found between Tamil and English Medium B.Ed. student teachers in their social intelligence dimensions such as Patience, Cooperativeness, Confidence, Sensitivity, Sense of humour, Tactfulness and Memory.

Bhat and Khandai (2016) undertaken to study the social intelligence, study habits and academic achievement of college students of district Pulwama (J and k). The result of the study highlighted that the female college students have high social intelligence and academic achievement as compared to male college students. On the other hand, it had been found that 75% of the male and 72% of the female college students were having excellent study habits

Mahaboobvali and Vardhni (2016) found that there was no significant difference between the male and female sample in their social intelligence. On the other hand findings revealed that, there was significance difference among the age group of secondary school teachers in their social intelligence in general and Patience, Cooperativeness, Confidence, Sensitivity, Recognition of Social Environment, Tactfulness and Memory dimensions of Social intelligence in specific. Findings of the study were (i) both the male and female secondary school teachers expressed equal level of social intelligence and (ii) significant variation exists among the age groups of the secondary school teachers towards the social intelligence.

Biswas (2018) conducted study on self-esteem among higher secondary school level students. The sample had equal numbers of boys and girls, rural and urban students. The result found that high school students have low self-esteem. The result showed that there was no significant difference between in self-esteem of higher secondary school students with respect to gender. Further, it was also revealed that there was no significant difference in self esteem of higher secondary school students with respect to their location.

Latesh and Vidya (2018) conducted a study impact on employee performance of insurance sectors in Mysore city. The results found that the employees those who were having high level of social intelligence can adopt new skills in their work and can perform better. Further, it was found that social intelligence did not have different impact on different age groups.

Tarigan (2018) examined that how the role of teachers as educators in schools strengthens students' self esteem in disruption era so that students are able to anticipate the negative

impact of digital technology in their life. The reason is students who have strong self-esteem are ready to face the challenges of life in disruption era. This study uses literature study method by analyzing various writings of experts related to the process of forming students' self esteem, the role of teachers in primary schools, and the characteristics of disruption era and its impact on student life. This research indicates that teachers have a very important role in the process of forming students' self esteem to anticipate the negative impact of digital technology through education in primary schools. Digital technology will not be able to fulfill the fundamental needs of students to develop their self esteem. Teachers still use digital technology as a medium of learning, but do not eliminate the essence of students' basic needs such as the formation of self esteem.

Coruch and Vural (2019) conducted a study on self-esteem in decision making styles on self-esteem in decision making styles in which school teachers were included in their sample. It was showed that postpone decision makes style which was sub-dimension of scale of self-esteem in decision making and decision making styles differentiated according to gender variable of the participants. It was seen that carefully decision making dimension which was sub-dimension of decision making styles scale differentiated significantly according to administrative function variable; and also in age variable, avoidant decision makes and panic decision making sub-dimensions which are sub-dimensions of decision making styles scale differentiated significantly. In professional seniority variable, it was determined that avoidant decision making sub-dimension which is sub-dimension of decision making styles scale differentiated significantly.

Lyngdoh (2019) conducted the study need of social intelligence for teachers. The study suggested that effective flow of teaching learning instructions, social intelligence is essential for teachers as they are dealing with students from different backgrounds, ages, cultures and social strata. To enhance high social intelligence for teachers the following measures can be undertaken: (i) All teachers should get a chance to coordinate and organize different activities in the schools in collaboration with the community and other agencies to build up their self confidence. (ii) Meditation and exercises should be designed for teachers and practiced regularly to develop patience and listening skills. (iii) Discussions and

interactive programme for teachers with experts on social issues and communication skills should be facilitated. (iv) Workshops/seminars or training program on social learning for teachers should be organized to enhance high social intelligence.

Perumal (2022) revealed that the secondary level prospective teachers showed high self-esteem. Further, the variables such as gender, subject background, and learners' generation did not influence the self esteem of secondary level prospective teachers. Only the Year of study had a statistically significant influence on self-esteem.

Bhardwaj and Sharma (2021) indicated that there was a gender-based significant difference and no educational stream-based difference in emotional intelligence, as well as no gender and educational stream-based difference in social intelligence and overall adjustment. Based on findings there was no statistically significant interaction effect between gender and educational stream on the united dependent variables i.e., emotional intelligence, social intelligence and adjustment

Pleas (2022) examined the study self-esteem of teachers and adolescent girls in secondary schools through an online questionnaire. The findings of this study indicated that educators implement a vast number of strategies that contribute to the self-esteem of adolescent middle school girls. The strategies varied depending on the role of the educator, but all strategies were important in contributing to the self-esteem of adolescent middle school girls. Practical strategies were used and recommended to address the needs of the adolescent middle school girls. The results of this study can be helpful to educators in the middle school setting and all educational levels helping to contribute to the self-esteem of adolescent middle school girls.

Gebresilase and Zhao (2023) revealed that student teacher interaction has a positive and significant relationship both with self-esteem and academic achievement. Further, self-esteem played a mediating role in the relationship between student teacher interaction and academic achievement. Thus according to the analysis finding, all hypothesis of the present study were supported. Based on the findings of the present study, Ministry of Education of Ethiopia and Wolaita Sodo University leaders can review the display rules, designed for

teachers, in a way that teachers can perform appropriate care and emotional attachment strategies while interacting with the students. Besides by using the model of the present study, the university leaders and practitioners can identify core area to be considered in hiring teachers, in giving life skill training, interpersonal relationship training, and self-esteem building workshops for all students and teachers as well.

Tapasya and Dhaka (2023) found that there was no significant difference in self-esteem of secondary school students with respect to their gender. There was no significant difference in self-esteem of secondary school students with respect to their location. Further, the stuay also revealed that there was no significant difference in self- esteem of secondary school students with respect their arts and science stream.

NEED AND SIGNIFICANCE OF THE STUDY

Social intelligence and self esteem at the school level of teacher's life beneficial role in developing their personality. It is very important to have social intelligence to understand the actions of others. Teachers lack social intelligence then they will never be able to understand the actions of the students. Social intelligence helps a teacher to be successful in all fields. Social intelligence is important to understand people's behavior. Due to this social relations are developed. A teacher becomes aware only because of social intelligence. Due to social intelligence, people are attracted to themselves. Due to self-esteem, a teacher can inspire students. By giving importance to his point of view, a teacher can make teaching better and can solve the problems of children. Self-esteem develops when teachers like and value themselves. He should have the ability to take decisions himself. Only then will he teach children about decision making.

Self esteem is basically one's opinion about one self. Social goals, resulting from any behavioral system. To get a higher position in the field of education, a teacher first needs to respect himself. If a teacher does not respect his own work, he can never understand the work of others. Self-esteem also helps a teacher to communicate effectively because he understands his own thoughts well and evaluates himself keeping in mind both positive and negative thoughts . A teacher has to face new challenges. It is very important for him to

have self esteem. If a teacher is physically and mentally healthy, then positive effects will be seen on children's education. The level of education of children will be good. He has good relations with children .According to Gold (1984), teaching burnout has been defined variously. Stress occurs when the environment is too demanding and there is an imbalance between the individual's response abilities.

The goal of present study is to determined how high school teachers social intelligence and self esteem. The finding will be very beneficial to the school teachers. If a teacher has high social intelligence then he will be able to encourage children more toward studies. Social intelligence is helps a teacher in understanding individual differences. He can perform his tasks well. Teacher quality can be improved by studying teacher burnout. Teacher can be made more effective. Teaching will be effective only when new information is provided to the students. For this, teachers have the most important contribution. The present study aims to find out the relation between social intelligence and self esteem among high school teachers.

STATEMENT OF THE PROBLEM

"SOCIAL INTELLIGENCE AND SELF - ESTEEM AMONG HIGH SCHOOL TEACHERS IN RELATION TO JOB BURNOUT AND CERTAIN DEMOGRAPHIC VARIABLES"

OBJECTIVES OF THE STUDY

1. To study the level of social intelligence, self - esteem and job burnout of high school teachers.
2. To study the difference in social intelligence among high school teachers with respect to their gender
3. To study the difference in social intelligence among high school teachers with respect to their level of job burnout.
4. To study the interaction between gender and level of job burnout with respect to social - intelligence of high school teachers.
5. To study the difference in social intelligence among high school teachers with respect to the stream.
6. To study the interaction between stream and level of job burnout with respect to social intelligence of high school teachers.
7. To study the difference in social intelligence among high school teachers with respect to their residential background.
8. To study the interaction between residential background and job burnout with respect to social intelligence of high school teachers.
9. To study the difference in self esteem among high school teachers with respect to their gender.
10. To study the difference in self - esteem among high school teachers with respect to their level of job burnout.
11. To study the interaction between gender and level of job burnout with respect to self esteem of high school teachers.

12. To study the difference in self - esteem among high school teachers with respect to the stream.
13. To study the interaction between stream and level of job burnout with respect to self - esteem of high school teachers.
14. To study the difference in self - esteem among high school teachers with respect to their residential background.

15.To study the interaction between residential background and job burnout with respect to self-esteem of high school teachers.

HYPOTHESES OF THE STUDY

1. There will be no significance difference in social intelligence among high school teachers with respect to their gender
2. There will be no significance difference in social intelligence among high school teachers with respect to their level of job burnout.
3. There will be no significance interaction between gender and level of job burnout with respect to social intelligence of high school teachers.
4. There will be no significance difference in social intelligence among high school teachers with respect to the stream.
5. There will be no significance interaction between stream and level of job burnout with respect to social intelligence of high school teachers.
6. There will be no significance difference in social intelligence among high school teachers with respect to their residential background.
7. There will be no significance interaction between residential background and job burnout with respect to social intelligence of high school teachers.
8. There will be no significance difference in self - esteem among high school teachers with respect to their gender.
9. There will be no significance difference in self - esteem among high school teachers with respect to their level of job burnout.

10. There will be no significance interaction between gender and level of job burnout with respect to self - esteem of high school teachers.
11. There will be no significance difference in self - esteem among high school teachers with respect to the stream.
12. There will be no significance interaction between stream and level of job burnout with respect to self esteem of high school teachers.
13. There will be no significance difference in self esteem among high school teachers with respect to their residential background.
14. There will be no significance interaction between residential background and job burnout with respect to self-esteem of high school teachers.

DELIMITATIONS OF THE STUDY

1. This study will be delimited to four districts in Himachal Pradesh.

2. Only government high school teachers of Himachal Pradesh will be included in the study.

3. The current investigation will be delimited to two dependent variables i.e. social intelligence and self-esteem and four independent variables i.e. gender, stream, residential background and job burnout.

OPERATIONAL DEFINITION OF THE KEY TERMS

SOCIAL INTELLIGENCE

Social intelligence refers to one's own actions as well as the actions of others. Social intelligence helps a teacher to understand the emotions of students. Social intelligence is the ability to motivate a teacher to cooperate with his colleagues.

SELF - ESTEEM

Self- esteem means loving yourself, respecting yourself, taking care of yourself. Self-esteem helps in dealing with educational challenges. Self – esteem is something that is based on our opinion about ourselves which is not easy for us to change.

JOB BURNOUT

When a teacher is unable to effectively perform his responsibilities and tasks as a result of his job, he becomes stressed. Low salary and high amount of work are also considered to be the main reasons for job burnout.

DEMOGRAPHIC VARIABLES

Demographic variables include gender, stream and residential background in the present study.

HIGH SCHOOL TEACHERS

This refers to teachers who will be teaching in 9^{th} and 10^{th} classes in government high schools affiliated to Himachal Pradesh Board of School Education, Dharamshala.

VARIABLES OF THE STUDY

Independent variables in the present study:

Job burnout

Gender

Stream

Residential background

Dependent variables in the present study:

Social Intelligence

Self - esteem

RESEARCH METHOD

Survey technique under descriptive research method will be used in the present investigation.

SAMPLING

In the present investigation, multi-stage sampling process will be followed. In the first stage four districts i.e. Mandi, Bilaspur, Hosirpur, Kullu will be, selected out of 12 district in himachal Pradesh by using converient sampling technique. In the second stage a list of educational blocks in the selected districts will be prepared and 4 educational blocks from each selected districts will be chosen convenient sampling Technique. In the third stage Government high schools from the selected blocks will be chosen by convenient sampling technique. At the final stage, a sample of teachers teaching in high school teachers will be selected by using incidental sampling .The research will try to cover a minimum of 550 teachers from the selected government high schools.

RESEARCH TOOLS TO BE USED

- Social intelligence scale for teachers by Antara dey and Nil Ratan Roy (2022).
- Self-esteem scale by Santosh Dhar and upinder dhar by (2015).
- In order to measure the job burnout of teacher, Teachers Burnout Scale developed by Madhu Gupta and Surekha Rani (2017) will be used.

STATISTICAL TECHNIQUES TO BE USED

- For checking the normality of the data, certain descriptive statistics like mean, median, mode, SD, Skewness and Kurtosis will be calculated on social intelligence, self esteem and job burnout scores.
- To study the impact of gender, stream, residential background and job burnout on the social intelligence and self esteem of government high school teachers the statistical technique of Analysis of Variance will be used.

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